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A SURVEY OF PROJECTS ATTEMPTING TO PROVIDE
EXPERIMENTAL ENRICHMENT TO IMPROVE
IMPROVEMENT IN READING

by

Adell H. Thurman

A seminar report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION

in

Elementary Education

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INTRODUCTION

In this complex modern world, reading is a medium of communication and a tool of learning that is an indispensable function in society (Tinker and McCullough, 1962).

For many years the issues of reading disability were argued in terms of genetic as compared to environmental factors. In the light of research it is now known that the home produces a powerful impact upon the child's ability to learn and that social and cultural disadvantages can depress academic ability.

Over the years educators have been aware of the importance that experience plays in the child's preparation for reading. Hilliard and Troxell (1937) stated that the greater the child's experience, the greater are his possibilities for success in reading and that children with a rich background are more strongly equipped to attack the printed page than are students who have a meager background. More than thirty years later we read:

The more interesting and varied the experiences they share in, the more knowledge will expand and the larger their meaningful vocabulary will become. A young child grows in acquiring language through his daily contacts with interesting activities . . . Such growth is highly important to his later success in reading. (Gans, 1964, p. 41)

Zintz (1966) also states that of the child's total language development reading is only one part, that the child who has had experience with language at home is able to apply it in reading and thus make greater progress. He points out that parents are in a position to give their children many and varied experiences.

In most cases parents of higher educational and occupational levels have children who exhibit a higher degree of reading readiness because as Plessas and Oakes (1964), point out, these parents read more and better books themselves and read extensively to their children.

Hansen (1961), however, cautions that to feel that a good occupation and high income alone will insure enriching literary experiences for children is for a parent to mislead himself. It matters more what parents do in the environment and with the environment.

Children experiencing reading disability may come from homes where there are educated parents and many books, or they may come from homes where there are uneducated parents and no books. Strang (1965) believes that retarded readers are likely to be children of parents who are indifferent to reading, where reading does not have status in the home.

One factor stands out in studies pertaining to children who are early readers--parents of those children seem more conscious of the

importance of literary achievement and as a result give more attention to the child's interests and needs in that area. Some findings were that children ready to read early were read to quite extensively by parents, grandparents and older siblings (Plessas and Oakes, 1964); that these children took family trips often and discussed them, had visited the public library several times and had dramatized stories and made up stories (Brzeinski, 1964). Durkin (1967) states that early readers in her study enjoyed books, puzzles and games, and had been helped to learn to read by parents.

Home conditions that affected the child's intellectual potentialities according to Strang (1965) were a warm democratic family atmosphere where intellectual growth was fostered and where parents developed high verbal ability in the child by encouraging him to participate in family conversation when he was very young.

It has been found that children who possessed self-confidence seemed to have more ability to learn to read than those with low self-esteem. The homes of self-confident and successful young men had three things in common:

First, there was love in the family not just the hugging and kissing manifestation of it, but the love that expresses respect and concern for the child. When the child discovers that he is an object of deep interest and pride, he begins to feel that he is a person of some significance.

Second, the parents of children with high self-esteem were significantly less permissive than were the parents of children with low-esteem.

Third, there was a marked degree of democracy in the high self-esteem families. The parents . . . encouraged the boy to present his own ideas for discussion, even those with which they did not agree. They invited the boy to test himself and his ideas against them. (Miller, 1968, p. 4, 5)

Henryson (1969) in "The President's Message on Educational Problems in the United States" said that the family is more important to a child's education than is the school. The school has little chance of succeeding without involvement of the parent in the child's education and without home school cooperation.

Statement of the Problem

The writer, from several years of teaching experience in the school, is aware that children who are culturally different may be found in all geographic areas, in all neighborhoods, and in many kinds of homes. The causes may be as many as there are incidents.

The fact that culturally different children are a reality in our schools, places the responsibility upon educators to make it possible for each child to reach his full reading potential through providing some compensation for the existing deficiency. Parental assistance is necessary if this goal is to be reached.

Most parents of low-achieving students desire that their children do well in school, but depend upon the teacher to establish relationships between school and the home that will bring about the needed assistance.

In most cases much that is provided in ways of assistance must come through the school because it is the only institution with resources to give the needed help.

This writer believes that each child should be made to feel that the school is sincerely interested in him as an individual and in his ability to become a special person and that each parent will need to know that his child will receive quality education because the school cares about him.

With the above philosophy in mind, the purpose of this study is to determine which practices in working with parents seem to provide optimum assurance of a child's success in learning to read.

Procedures

The procedures to be used in preparing this seminar report will be to review reports of experimental research, and other journal articles which describe effective procedures for bridging the gap between home and school. These reviews will appear under the heading of the area where they took place. Because of the many articles reporting on Federally funded projects, a sampling of those available will be reviewed in this seminar report. This report will be restricted to programs which involve parents in the child's educational progress.

This investigation will be limited to those items appearing in the Utah State University Library and indexed in the Education Index for the years 1959-1969, The Encyclopedia of Educational Research, 1960, Education Abstracts, and Educational Research Information Center (ERIC).

REVIEW OF LITERATURE

Background of Federal Support

For Compensatory Education

The concept that supervised preschool care is valuable to the child is a relatively new idea in education. Friedrich Froebel was aware in the Nineteenth Century that learning during a child's early years was important. In accordance with his theory, the Froebelian kindergarten was started with his vision of education of all young children (Di Lorenzo and Salter, 1968). At the same time, and independent of the Froebelian school, there were infant schools functioning in England, France and Germany that were concerned with poor children.

Preschool programs exist in the greater part of the world. It is found that countries that are most industrialized tend to have the larger number of this type of service for children (Almy, 1960).

During the depression of the 1930's, nursery schools were started under the WPA for two purposes, to provide work for the unemployed and to insure proper food, care and early education for children of parents working on government work projects. Again in the 1940's, when there was a National crisis, the Lanham Act provided for nationwide

nursery schools that made it possible for mothers to work in World War II defense (Berson, 1966).

After World War II and subsequent automation of agriculture, rural families by the thousands moved to the cities (Marburger, 1963). There were great changes in the metropolitan areas of the United States in order to adjust to the influx of people and the changing times. There was a steady movement of both whites and Negroes to the cities. With increasing numbers of children enrolling in the schools and with the turn over of students, it became evident that the ratio of children of limited background was increasing rapidly. Fenner (1962) explains that with great financial needs and inadequate tax structures it was necessary to co-ordinate school planning with overall city plans. The Great Cities School Improvement Program sponsored by the Ford Foundation cooperated with the school systems and the large cities to compensate for the culturally deprived backgrounds of thousands of children in the schools. Educators in each city designed programs to meet their individual needs.

Operation Head Start was created by the Economic Opportunity Act of 1964 to give compensatory education to children of low-income families. Head Start was launched in June 1965. During that summer "it reached 560,000 youngsters in 2,400 communities in every state and its possessions from Virgin Islands to Guam." (Maggen, 1966, p. 7)

"Project Head Start may well rank as one of the significant educational efforts in recent decades." (Lessler and Fox, 1969, p. 47)

In 1966, Title I of the Elementary and Secondary Act (ESEA) authorized more than one billion dollars to improve the educational opportunities of children of low socioeconomic background.

People in all walks of life are becoming more conscious of the need for education and of the opportunities available through programs made possible by funds from the Federal Government. Congress has and hopefully will continue to appropriate money for education. There are specific guidelines set up for the programs, but the responsibility for the actual planning to meet the needs of the particular community rests with the local schools. Numerous plans have been designed and constant research is being done in an effort to arrive at a satisfactory solution to the problems facing education at this time. The following are representative of the many different efforts to compensate for the effects of cultural differences upon education.

Reports by Geographic Area

Central Arizona

Olmsted and Zinser (1965) reported on a summer Project Head Start in Central Arizona in which 1,850 children from culturally and economically deprived families, with incomes of less than \$3,000,

participated. These Mexican-American, Negro, Indian and white children came from farm labor camps, isolated adobe huts, city slum districts and shacks. Many had never seen books, some could not be enrolled until they received clothing and others had never known love or encouragement.

There was one professional teacher for each of the 104 classes and 161 teacher assistants with neighborhood aids and community volunteers who performed numerous tasks.

The objectives of the project were to give the children the opportunity to improve in personal health, to develop mental competence and to grow socially and emotionally.

To bring about the hoped for improvements, the children were given morning snacks and a hot lunch with gradual introduction to new foods. Physical and dental examinations were provided. To encourage better personal care they were given baths and fresh clothing, their own soap, tooth brush, comb and mirror. To increase self-expression, language expression and verbal interaction, they participated in playing games, rhythm exercises, singing, and dramatic play. They took field trips, cared for live pets, and enjoyed water play under lawn sprinklers and in plastic pools. They had frequent success experiences. Lectures and movies were presented by law enforcement officers to build trust and respect for authority.

The classroom experiences were rich and varied. The children worked in small groups and received individual attention from teachers who accepted them and gave them the opportunity to verbalize on a one-to-one basis, and to feel success, not failure.

Parents and grandparents were encouraged to help in such tasks as playground supervision, aiding with medical examinations, working in the lunchroom, grooming the children's fingernails and hair, reading and telling stories, making clothes, supervising trips, keeping records, and helping with clean up chores.

The parent involvement activities judged most successful were:

1. attendance at informal meetings
2. participation in food instructional programs
3. "tasting" parties planned by the nutritionist
4. demonstrations by mothers of making bread, popover bread by Indians, tortillas by Mexicans, and yeast bread by white Americans.
5. acceptance of nurses in the homes to explain the project and the immunization program
6. parent cooperation in health matters
7. acceptance of the social worker
8. study of neighborhood conditions
9. swimming parties as a culminating activity for home study

units

10. Mother's Day programs

The staff members suggested ways to improve parent involvement:

1. earlier planning to involve parents
2. parent study nights
3. evening educational and cultural centers
4. classes in English and other subjects
5. simplification of forms to be completed by parents.

Boston

Cunningham (1962) reports on a program where Boston pupils to whom English was a second language were making two grades in three years with special help from parent-teacher, parent-counselor, conferences.

Buffalo

The Plus Program was designed for the deprived children from kindergarten to eighth grade in the city of Buffalo. Small groups of children were given remedial work with a skilled teacher in the specific area of their individual difficulty. The after-school program provided for field trips and other activities that would supplement the regular day-school program and give the children a more enriched environment (Morgan, 1967).

A series of carefully planned parent meetings were held to concentrate on the role of the parent in the child's education. The school social

workers cooperated closely with the school staff in areas where there were special weaknesses.

School leaders were optimistic about the program. They expected increased achievement, improvement in the attitudes of parents and children toward school, and better relations in the school community. They hoped to develop new skills for helping the deprived child.

There were 28,000 children in 51 public and private schools in Buffalo area who participated in the program.

Champaign

Children who took part in the project in Champaign, Illinois were from poor areas. They were not properly fed but came to school clean. They had a negative self-concept and were reluctant to participate in verbal or physical activity. There were those who had developed highly hostile attitudes toward other children. One thing in their favor was that they were excited about school.

The children were placed in groups of 4 or 5 with an adult leader and given a chance to participate as individuals. The first big goal was for each child in the group to learn to call the other children in the group by name. Activities that the children learned to take part in were story time, dramatizations, puppet shows, singing games, conversation and drawing.

Noon meals were served in family style, and the children for the first time had the opportunity of eating in groups.

Parents accompanied the children on field trips on city busses. They went to a railroad depot where tickets were bought for a 15-mile train ride complete with a tour of the dining car and the pullman. The children were taken to a supermarket where they bought food which was taken back to school to be eaten.

Children were allowed to take pets home for one night to share with the family. Weekly parent meetings were conducted by the project leaders who stressed the importance of parents understanding their own needs and the needs of their children. Parents were encouraged to make booklets and craft boxes for the children to keep their school and home treasures in. Parents were involved in helping in classroom activities.

Mothers wrote letter to the school thanking them for teaching the children such good table manners. Teachers reported that children learned to draw pictures that were recognizable and a decided improvement over the incoherent scribbles they had made at the beginning of school. They learned to get along in groups and to carry on conversations in sentences. They learned something about their world and developed a feeling of safety in it (Stillwell and Allen, 1966).

Chicago

The Chicago District 11 special project was launched with the help of Foundation Funds and experimental programs made possible by the Chicago Public Schools. The program aimed to increase the learning capacity of the child. All activities for the parents were designed to reinforce the educational programs of the school.

The teachers and the school social worker went out into the homes to provide services to anyone who would accept them. The interest centered on parents who needed help in understanding their children and on those who needed to see the value of school. The techniques that proved best in reaching the disadvantaged were six in number:

1. A genuine interest in the child and the parent who loves him.
 2. An opportunity to bring to the teacher or administrator any problem hindering the child's progress.
 3. Patience in listening to a problem and concrete suggestions as to what steps parents and school may take to work out a solution.
 4. Printed communications that are simple enough to be understandable, but mature enough to reflect respect for parents' intelligence.
 5. Encouragement and appreciation for all parental efforts even the unsuccessful ones.
 6. An expressed dedication to excellence in education.
- (Daugherty, 1963, p. 20)

Meetings were held with parents for the purpose of orienting them to the school program offered to their children. To introduce them to some of the entertainment and recreational facilities available to them, but seldom used, meetings were held at the YWCA's recreation center

after which parents participated in bowling, swimming, movies or other events.

Evaluation of the project was that the work with the parents proved to be of primary importance in that it increased the parents' worth to their children, to themselves, and to the community. Parental attitudes were improved when they believed that the school meant to give educational help to those in need. The family counseling was seen as a way to improve the competency of fathers and mothers in helping their children.

The Large Family Project was a part of the Project Chicago, District 11. The objective was to enrich the experiences of large families who had no father in the home. The school project furnished a bus to transport 25 of these families to the zoo, the museum and to other interesting places in the area.

Cincinnati

Cincinnati's three-pronged attack on language and concept development was an early childhood summer education program with Title I funds amounting to \$246,276. The three prongs of the program were:

1. Three pre-kindergarten centers starting in February 1965 with 120 children in 6 classes. Each center had two classes with an instructor and an assistant instructor. The first school experience was designed to be challenging and exciting. Language and concept development

were the core of the program taught through varied travel experiences, field trips, short walks to explore the child's immediate surroundings and longer trips to larger communities.

2. An eight-week summer session in thirty centers with 40 classes for 8,000 children in June 1966, set up to reinforce the skills developed in kindergarten with emphasis on language development, reading readiness, arithmetic and handwriting. Priority was given to those most in need as shown by standardized tests.

3. A health clinic, created as a follow-up on the 1965 Head Start programs, making available such services as eyeglass referrals, speech and hearing tests and therapy, dental care, physical examinations, aid from a social worker and psychiatrist and psychological care.

Leston (1966b) lists the objectives of the project as development of satisfying self-concept, increased listening and language skills, improved physical and mental health through enriched experiences and reinforcement of the child's learning by creation of a more favorable home environment which would be brought about by a parent education program and accelerated parent involvement in all three prongs.

Colorado Springs

The "Earn a Book" program as described by Hickman (1968) was used in Colorado Springs with enthusiasm. Twelve schools participated in the 1966-1967 plan with a cost of \$4.00 per child or a total of \$2700

for the 713 children enrolled. Funds came from a local foundation set up to help in target area schools.

In the second year of the program the teachers reported that 14,519 books were read by 713 children. They earned a total of 2,267 books or 4.5 books per child.

Detroit

In Detroit, four elementary schools participated in a program set up so that parents and teachers were reinforcing each other in providing experiences for the child. This project was one of the Great Cities School Improvement Programs sponsored by the Ford Foundation. Lee (1962) lists activities in four areas: remedial reading, science with instruction in problem solving, television teaching and mathematics study groups. No results of this program were found by the writer.

Frostburg

Shadick (1967) reported on a project in Frostburg, Maryland, which was designed to emphasize the child's love of reading. This because a community project involving parents, townspeople, teachers and children.

Interest was aroused in reading when special school programs were presented to introduce new books to the pupils. As a special guest at a Japanese tea given by one of the school classes, a Japanese mother lectured informally on the customs of her native land. A parent whose

grandmother had been scalped by an Indian in early frontier times told the story at an Indian program. A well known author discussed the problems connected with writing a book. She told how she conceived her idea of writing a certain book. Interested children authored their own books and shared them through the library facilities.

Informal contacts between teachers and parents spurred the parents to become interested in children's books. Two programs presented by the school helped parents to select books for the home library. Later the parents sponsored a book fair.

As the project progressed, the children staged a "book swapping party" where each child traded a book from his personal library for one from another child's library. Books changed hands several times.

The project leaders reported that on the California Achievement Test all grades had made impressive progress. First Grade scores were an average of seven months above grade level on vocabulary. They were four months above grade level on comprehension. Third Grade scored more than a year above grade level on both vocabulary and comprehension. The school librarian reported that circulation figures showed that an average of two and one-half books per child had been checked out each week after the program had gotten under way.

Inverness

Emphasis on individual progress in reading was the object of a program developed at Inverness, Montana, a school with 84 children in grades 1 to 8, with 12 pupils from a rural school also participating. The program was undertaken after Stanford Achievement Test scores indicated that the children were below grade level in reading skills. Ginn Readiness Test scores showed that the primary pupils needed help in reading readiness. The Gates Reading Survey and background information from cumulative files indicated that 34 pupils from grades 2 to 8 needed special helps in reading.

The director of the project maintained that if low-achievers could see that their parents were willing to help them learn to read, much of the negative attitude would disappear. He devised a plan wherein mothers taped reading lessons. The child heard his own mother's voice reading the story as he read it from his book. Self-help was emphasized by having the child run the tape recorder and work on the story independently before he met with the teacher to discuss it. Dolch materials, other manipulative games, toys, puzzles, and additional books from the county library were used in the program.

Post test scores were favorable. The Gates Reading Survey (Form I) showed that almost 20 percent of the students in the program advanced one quartile. All but eleven students were brought up to grade level.

Attitudes toward reading were improved, and pupils were checking out more library books than before the beginning of the program. Self-confidence was much improved. The mothers reinforced their understandings of the objectives of the school by their involvement (Scott, 1967)

Knoxville

Eighty-three children, consisting of one experimental and two control groups were involved in a research project in 1963 that involved three first grade classes in a depressed area of Knoxville, Tennessee. Most of the families had an income of less than \$2,000 per year with about half of them receiving some welfare. The parents had little education, were unskilled workers, and many were unemployed. The children had been given few cultural experiences. Reading materials were limited, and there were few toys or games in the homes. The children appeared disinterested and quiet.

The director of the project designed a plan of parent education and involvement. Visits were made to homes of the experimental group before the beginning of school. A First Grade Parents' Study Group was organized with about 75 percent of the parents belonging. The stated objective of the group was to help the children to make more progress in school. At the regular meetings the group discussed the importance of parent support in the project and the need for parents to

accompany the children on school sponsored trips. They discussed children's books and special television shows.

Experience trips were taken within the school plant, in the immediate neighborhood, and to larger parts of the city. The experiences were recorded, first by the teacher and later by the children who began to recognize words and became able to read parts of the story independently. They responded to the experience approach to reading and contributed to it. This approach continued through the project. The children read their stories and transferred the reading ability to other first grade reading material.

The experimental group developed into better readers, read more books and had a better understanding of what they read than did the control groups. They also read a wider variety of books and spent more of their time in the library center. Their vocabularies were enriched and enlarged by the wide variety of words they had learned on the field trips. They wrote more creative stories and expressed themselves better verbally and in writing. They helped plan trips with eagerness by writing letters of permission, thank you notes and articles in a class newspaper. They conversed more freely as they took part in classroom activities than did the children of the two control groups (Wynn, 1967).

Los Angeles

Cahn (1967) gave a one year report on the Malabar Nursery School located in East Los Angeles. This school was funded by ESEA, Title I.

The teacher hypothesized that the Mexican-American children in that area would make more progress if their mothers attended school frequently with the child. She visited the homes and convinced the mothers that only mothers can bring the security of the affection of the home into the school. As a result the mothers came to school often to sit beside their children while they participated in the activities. The school emphasized verbal interaction and story telling. Art and Health Habits were taught. The mothers learned along with the children.

The teacher prized the good things of Mexican-American Art and used this interest to motivate the mothers to talk.

In evaluating the progress made by the children, the teacher claimed that mothers made the difference in the child's progress.

In another Los Angeles program, educators declared that it was their "professional responsibility to help a child find his most important opportunity, the opportunity to become." (Hunter, 1962, p. 34). In this program developed in the Los Angeles City Schools the parents were members of the team to help the child achieve. They attended meetings to improve themselves and to learn of the educational programs that were available to them and to their children. They attended citizenship

classes at regular times. The children were given tests to place them academically in the summer schools that were provided. Those children who needed special help in reading received it in small classes. Art and music appreciation classes were provided. This project was funded by the Ford Foundation under the Great Cities School Improvement Program. No results of the school's program were available.

Miami

Sloane and Tornillo (1963) describe a tuition-free summer school reading program in Miami, in 1962, under the Great Cities School Improvement Program funded by the Ford Foundation. It offered 2,500 children in third, fourth, fifth, and sixth grades, who were low in reading achievement, an opportunity to work in small groups with individual help from teachers. In the same city English was being taught to children of Cuban refugees. There were no results given on this program.

Millington

In a study conducted by Brazziel and Terrel (1962) in the E. A. Harrold School of Millington, Tennessee, in 1959 and 1960, they wanted to find out if a change in the approach to registration combined with parent-teacher cooperation would influence the children to develop a readiness for reading and help to overcome the effects of a disadvantaged background.

Twenty-six first grade Negro children made up the experimental group. The control groups were the first grade groups at the same school with class numbers of 25, 21 and 21 pupils.

Two registration days were held for the experimental group. The first day was when the parents visited the school to meet the principal and the teacher. They were told about the readiness plan and the work that would be given in the first grade. Also discussed, was the part that each would play in the education of the child. The second registration day the children spent with the teacher, getting used to her and to the school situation, playing games inside and out. They had lunch together in a relaxed atmosphere.

When the experimental group was given the preschool medical examination the teacher stayed with the children constantly, took the responsibility of observing the examiners reports and relaying the results directly to the parents.

During the six-week readiness period, parents met as a group with the teacher once each week to discuss the progress of the children. Individual conferences were held, also.

The children saw travelogs for 30 minutes daily on educational television. They had Scott-Foresman readiness readers and began working on experience charts the first day of school. They looked at pictures of the story while the teacher read it. They made up stories

and learned to recognize words in context. A test on some phase of readiness was given weekly along with the use of a check list on the child's growth.

The Metropolitan Readiness Test was given at the end of the six-week period to all four groups of first graders. The experimental group scored at the fiftieth percentile of the national average while the three control groups scored at the 16th, 14th and 13 percentiles.

The second year the 1960 group showed a gain of 15 percentile points over the 1959 experimental class and a 34, 37, and 40 percentile gain over the control groups of 1959. The experimental group took the Detroit Intelligence Test. The mean IQ of the group (106.5) was slightly higher than the national average on the test administered in the spring. The mean IQ of the group was 15 points above the mean of the second grade Negro children from county schools as measured in a 1959 statewide testing program in Virginia schools. The mean of the children in the experimental group was 16 points higher than the expected score of children from low-income homes as stated by Cronbach in his "Essentials of Psychological Testing."

Murfreesboro

One of the earliest preschool programs for culturally deprived children was initiated in the spring of 1961 by Klaus and Gray and referred to as the Early Training Project. It was funded by the National Institute

of Mental Health under Mental Health Project Grant 5-R11-MH-765-2.

The purpose of the project was to study the practicability of conducting a preschool intervention program to offset the retardation of the culturally deprived child in school achievement and in cognitive development.

The subjects were 60 children in Murfreesboro, Tennessee and 27 children in a nearby town chosen as a distal control group. The three groups were randomized from a pool of 60 children selected from homes that met the set criteria for cultural deprivation. The income was below \$3,000. Parents were unskilled or semi-skilled laborers. Parent education was 8th grade or below, housing was poor, and median number of children in the home was five. In one-half of the homes no father was present. All the children were born in 1958 and would enter school in September 1964.

The first treatment group attended the ten-week summer school session in 1962, 1963 and 1964, while the second treatment group attended the ten-week summer school sessions in 1963 and 1964. The third group from Murfreesboro was the control group, and the distal control group was from a neighboring town.

The two experimental groups of twenty children each had a trained head teacher and four teacher helpers. The head teacher was responsible

for the program of instruction and selected the topics for study. She instructed when the entire group came together. This teacher stayed with the group throughout the length of the project. The teacher helpers worked with small groups of four to six children. The purpose of the low-ratio of children to adults was to reinforce any desired behavior immediately; to give individual reinforcement and instruction according to the child's needs, and to insure a maximum of verbal interaction between adult and child.

The home-visitor program as outlined by the authors follows:

One feature of the project was the home-visitor program. A well-qualified primary teacher with extensive training in sociology made weekly visits to homes of the children in the training groups. These home contacts were initiated the first summer the children were in school, 1962 for the first group and 1963 for the second group; and continued through the academic year of 1964-1965, the first year the children were in elementary school. The home-visitor supplied parents with books, magazines, and materials and instructed the parents as to how they might use these with their children. Emphasis was placed upon getting parent and child to interact, particularly at the verbal and conceptual level. The home-visitor also suggested numerous activities parents and children might engage in jointly so as to broaden the child's experimental background. (Klaus and Gray, 1965, p. 92)

There was a conscious effort to promote achievement motivation; to stimulate language development; and to encourage the child to order and classify the objects and events of his world. In the daily work and play activities the teachers made an effort to develop persistence toward a goal, pride in performance, delay of immediate gratification, to stimulate

verbal behavior and to develop an understanding of the meanings of symbols.

Books were used constantly as a major source of stimulation. Children were read to several times each day. They were furnished books identical to the teachers and encouraged to follow the pictures as the story was read. They were led to talk about the story and tell what might happen next. Familiar tales were dramatized. Books were given as rewards.

Field trips were taken often to local points of interest with pre-discussion and audio-visual preparation with attention focused on some particular phase of the trip about which the children were motivated to talk. Following the trip, there was a review of the activities that had taken place, and children were again motivated to talk about the trip.

Good health habits and personal hygiene were stressed. The school initiated an annual physical examination by the Public Health Clinic or by the child's private physician.

Tests at the beginning and end of the summer session were Stanford Binet. Weschsler Intelligence Scale for Children (WISC) was given May 1964.

In the words of the authors:

The children of all four treatment groups are not in school; the time is approaching when it will be possible to evaluate possible differences in school performance. On an elaborate battery of

preschool screening tests given to all children entering the first grade in our main city, the experimental children did conspicuously better than the controls and tend to approximate the non-deprived children in the school. On reading readiness tests they were again superior.

It is not until the children have been in school several years however, that we can know whether we have been able by this massive attack to offset the effect of a culturally deprived environment as it affects school performance. (Gray and Klaus, 1966, p. 986-987)

As measured by the Peabody Picture Vocabulary Test and the Illinois Test of Psycholinguistic Abilities, language development consistently favored the training groups over the control groups.

Analysis of the results of the achievement tests that were given in the spring of 1965 are not complete. The data available suggests that there was a diffusion effect in Murfreesboro where one of the control groups and that the performance of the control group had been improved.

This program was extended to five years. The home-visitor organized workshops to instruct mothers in the preparation of nutritious foods. It was concluded after the three year program that a carefully planned program of development can offset some of the effects of a deprived background. However the statement was qualified at a later date:

Our answer as to whether it is possible to offset such retardation is a yes, but a qualified yes. Whether the possibility is realized depends upon the later circumstances of the children involved . . . It is folly not to realize that if no massive changes are made in the home conditions of a child the situation which created the original deficit will continue to take its toll.

Intervention programs for the preschool children of the most effective sort that would possibly be conceived may not be considered as a form of inoculation where by the child forever afterward is immune to the effects of a low-income home and

of a school not appropriate for his needs . . . they can only provide a basis for future progress in schools and homes that can build upon that early intervention. (Klaus and Gray, 1967, p. 62)

New York City

The Elementary Division of the New York City Board of Education, after analysis of the reading needs of children in their schools, concluded that the culturally deprived children were handicapped in listening and speaking skills, in concept growth and in common experience. They concluded that the task of improving the situation was possible only with the help of parents. A carefully planned program aimed to involve parents in the support of the reading program was launched. This program was described as a "seven-pronged" action program for parents. The seven prongs were:

1. Kinescopes of programs developed for an in-service television reading training were adapted for use in PTA meetings and parent workshops. Experts in reading participated by answering questions that had been asked by parents at different times. This was followed by a discussion period and a visit by parents to the reading class where they saw the program in action. By this procedure it was hoped that they would understand the parents role in the reading growth of the child by seeing the full scope of the program.

2. Special Films were developed to answer questions that parents may have about the reading program and the role that

parents play in the solution of problems.

3. Radio Programs were planned to discuss informally such topics as "How Your Child is Taught to Read", "Learning to Read in 1965" and "What Can I do for my Child in Reading?"

4. A Reading Exhibit of materials and procedures for reading instruction with displays of commercial publications and teacher-made materials. This gigantic affair was staged to give parents a broader view of reading and its role in the education of the child.

5. Commitment. Parents were required to pledge support to the program and willingness to work with the child before he was admitted to one of the eleven reading clinics. The experience of the leaders was that the child's progress in such a clinic was in proportion to the amount of enthusiasm and effort expended by the parent toward the program.

6. New Projects. Parents were expected to participate with the child in projects to broaden his surroundings. Visits would be made to places that would encourage the parent and child to raise questions, express opinions, and solve problems. Activities such as story telling, looking at books and pictures were encouraged.

7. Field Action. Parents were encouraged and expected to interest other parents in the program, to distribute brochures on reading, to attend workshops on reading and to do all they could to further the program.

In speaking of parent involvement Lloyd has this to say:

The impact of programs that have successfully included parent involvement has been so marked that New York City, at least is convinced that parent involvement constitutes a vast resource, now barely tapped and worth extensive cultivation. (Lloyd, 1965, p. 633)

Another New York City program, the Higher Horizon, 1960, involved 52 elementary schools. The first report was:

gains in reading, increased reading, increased interest and participation in school, improved attendance, improved pupil morale and behavior, better staff morale and increased parent participation. (Maleska, 1962, p. 22)

This program under the Great Cities Improvement Program was referred to as the Junior Guidance Program. Separate small classes were set up for socially and emotionally maladjusted children.

North Brentwood

The North Brentwood Elementary School designed an evening, program which began in March of 1966 under the name of REACH (Raising Educational Achievement of the Child at Home).

The school enrolled 335 of the 350 school children and 65 adults. Seventy-eight of those enrolled qualified as culturally deprived under ESEA, Title I. It was designed to help bridge the gap between school and home by offering a weekly program geared to serve the children and provide classes for the adults.

The weekly schedule of the evening school was as follows:

Monday and Thursday nights grades 5 to 12 met from 6 to 8:30.

Tuesday and Friday nights Kindergarten to Grade 4 met from 6 to 7:30.

The children were served a nutritious supper after which classes began.

Reading, arithmetic, science, art, art crafts, story telling and puppetry

were offered. Friday night after the K-4 classes left, the teen-age

group danced to records. Wednesday night the adults attended classes

that had been requested. Classes in self-improvement, sewing, cook-

ing, typing, bookkeeping mathematics and arts and crafts were some of

the classes that were offered. Community meetings were also held

Wednesday night in the form of socials with refreshments served. The

parents discussed the school program, nutrition, insurance programs, the

renting of homes, wise buying, and keeping within the income. Saturday

morning the parents, teachers and children went on a field trip.

The staff of the school consisted of teachers and teacher aides,

a part-time guidance counselor for students in grades 6 to 12, a

full-time social worker who made home visits and worked with the

parents on all kinds of problems, and a behavior specialist.

Test scores on standard achievement and self-concept measures

indicated small but significant results. There were fewer acts of

vandalism and behavior was improved. Parents and children looked

forward to the weekly REACH.

The project leaders stressed that it will take a long time and much effort to raise the educational achievement of the children in North Brentwood, Maryland. They say of the evening school, "you have to make a start, and we have made a start here." (Marlar, 1967, p. 24)

Philadelphia

Ludlow, Harrison and Dunbar schools attempted to help parents to accept the responsibility in the home, the school, and the community. The programs aimed to meet the social and cultural needs of the family, to raise pupil achievement, pupil self-confidence and to decrease juvenile delinquency. The staff was organized with the school principal as the leader. A Counselor, teachers, a reading specialist, a school-community co-ordinator and a school nurse worked as a team. The school-community co-ordinator was a key person who worked between the parents and the members of the team for the child's benefit. He visited homes to explain the program, encouraged parents to attend meetings, and appealed to them to have pride in their children.

Tests were given to find the level of reading ability. A variety of teaching methods were used such as the traditional classroom teaching, team teaching, and demonstration teaching. The children worked with puppets, toy telephones and films to strengthen their speaking skills.

To bring new and necessary interest and experience to the children and their parents, class field trips were taken on Saturdays and during the week on two busses made available by the project. Parents were invited to accompany their children on the trips to such places as airports, farms, libraries, museums, industrial plants and the United Nations headquarters in New York City.

Results of the Dunbar school were that the number of pupils reading at the preprimer or primer level dropped from 20 percent to 8 percent from February 1960 to June 1961. At the end of the first year of the project, the director noted the following:

Perhaps the most marked sign of growth is the attitude of the teachers, enthusiasm and a greatly improved outlook towards teaching. They reflect the conviction that children of limited background can learn and be taught so that they want to learn. (Druding, 1962, p. 49)

No reports were found on the projects in the Ludlow and Harrison schools.

Pittsburgh

The Pittsburgh Board of Education with financial help from the Office of Economic Opportunity and the Ford Foundation, created 39 pre-school centers for three- and four-year old children in disadvantaged areas of the city.

The goals of the program were to give the children sound child development that would be continued into school. Constant emphasis was placed upon language development, an area where there was a

pronounced weakness. A full time and two half-time story specialists brought enjoyment to the children and began building a sound literary background. A large selection of the best books was made available to the children.

Children who could not be reached with books and story telling were given a program of eurythmics. Some children responded through a well defined sequence of body movements. Many learned to experiment with creative music as well as free body responses. Those who were responsive to this method of teaching were instructed individually with classes attended by parents.

All parents were invited and encouraged to accompany the children to school and to observe the class work. The art consultant worked with parents in creative art activities. Good pictures were displayed low enough for children to see and were rotated periodically.

A community agent recruited children who needed the preschool and checked on those who were not attending. He gave assistance to families in various ways. He stimulated parents to attend regular meetings planned for their particular needs in relations to the parents role in the education of the child. The teachers visited homes, called special meetings and arranged individual conferences with parents and children.

These centers had been in use two years when the report was given by Lewis (1967). However, no reports as to the success of the program were

Brewer (1962) reports on the team approach used in five schools in the Hill District of Pittsburgh in 1961-1962. The staff of each school consisted of a team leader, a team mother from the neighborhood, four regular teachers and a teacher assistant.

The purpose of the program was to compensate for a deprived background of experience by trips to the zoo, the airport, the city park, a museum, the theater, the library and a farm. The children had rides on a train, a streetcar and the city bus. They received special help in reading readiness, listening vocabulary and in speaking vocabulary. Educational television, films and slides were used to broaden their experiences. Small group conversation practice was given.

Leaders in the program reported that the team approach was slowly conquering apathy among the parents and children.

Poughkeepsie

The Wimpheimer Nursery School at the Vassar College held a special preschool program in 1965 for fourteen four-year old children from low-income families in the Poughkeepsie area. These children came from homes where both parents worked or where the only parent worked. They had few books or toys in the home. Some of the children took care of younger children while parents were away at work.

The four-year olds were bussed into the school two afternoons each week for two and one-half hours. The first classes were held in

the comfortable kitchen to acquaint the children with objects in the room. The school focused on environment enrichment and the enlarging of the vocabulary through activities that were fun. The children participated in water play, bubble-blowing, music and songs using name and action words. The story time was difficult at the beginning of the project because the children had no positive attitudes toward books. The children played with live pets and all kinds of toys. They were given story books to enjoy and to care for.

Parents were interested and concerned about their children, but too busy to do much to help them. The school kept in close touch with the parents and younger children were transported to the school to visit and to see special programs.

The follow-up study of the first year of the program indicated that the children were holding their own in language development. They developed curiosity and learned to explore. They became more alert, gained self-confidence and learned to feel warmth toward the teacher. They began taking library books home. There was a breakthrough in language. There was a physical gain because of health and dental care. The second-year Vassar program enrolled 17 four-year olds with 8 from families who had children in the first project showing that parents were becoming more aware of the need for the school.

Levens (1966) concludes that these children should receive compensatory education before they are four if programs are to be completely effective.

Queens

Gerber (1967) reports on a plan at P. S. 63 in Queens, New York, that was planned to help slower children improve in reading ability. This special class was set up to involve the parents in the child's home work. The child was given a set of skill-texts on his reading level. The child was given a set of skill-texts on his reading level. He was required to read one page each night and work the corresponding exercise. One assignment was to be done each night of the week including Sundays and holidays. As soon as one skill-text was completed the next in the series was begun.

Parents were instructed in the procedures and were involved by helping the child complete his daily assignment. They were asked to check for correctness of the work and to discuss the exercises with the child. They were contacted regularly to emphasize that the plan must be followed carefully to obtain the best results.

Teachers spent at least 45 minutes each day reviewing the work done at home the previous day. There was careful attention given to providing answers, discussing questions that dealt with making judgments,

getting the main idea, and making inferences. Vocabulary enrichment was stressed with emphasis on the mastery of tool subjects.

Average reading levels of October 1965, when the project started, as compared with average reading levels in May 1966 showed gains in months for children as follows, Grade 2-3, 7 months; Grade 3-3, 9 months; Grade 4-3, 13 months; Grade 5-3, 10 months and Grade 6-3, 10 months.

Quincy

A study grant was approved by the National Institute of Mental Health to help the culturally deprived children in Quincy, Illinois. Kindergarten and primary grade children who took part in the study went to three summer school sessions. The objective of the school was to determine if there were ways to influence the children early before they had developed a basic pattern of failure in school and in social development.

The control group consisted of 225 children who started kindergarten in 1960-1961. The experimental group consisted of the same number of children who started kindergarten in 1961-1962. The same teachers were asked to stay with the experimental group for three years.

The staff consisted of principals, teachers and a family worker for each school who met twice each month to plan a flexible program

that would enlarge and change the experiences of the children in the experimental group. This group went to school one week early to become acquainted with the teacher, the other children and the school schedule. They took eight field trips a year compared with one or two for the control group. They attended three professional concerts. The reading center was operated for six weeks to attempt to prevent regression in reading. The experimental group spent one afternoon each week working on a school garden, planting, cultivating and harvesting the vegetables.

The directors aimed to involve the parents in the child's education. Questionnaires were sent out to parents asking about the expectations they had for the child and how their family life helped in realizing their hopes. Group meetings were held twice each month to give the parents an opportunity to choose subjects to be discussed at later meetings. Discussion meetings on health, dental and nutritional care were held in the public library where book lending was explained and parents were encouraged to check out books. Picnics and family group outings were sponsored by the school to demonstrate possible family activities. A newsletter was sent regularly to all parents informing them of coming events.

During the third year of the study a four-day Summer Day Camp was offered to the children of the experimental group. Girl Scouts,

college students, parents and teachers volunteered to help in the activities.

Scores of the verbal intelligence section of the Wechsler Intelligence Scale for Children (WISC) tended to go up for the experimental group, but not for the control group. The average IQ scores in the experimental group moved from 98.4 to 104.1 after three summers. Attendance of the experimental group was 93.6 as compared to 91.2 for the control group. There was an increase in the use of library facilities. PTA meeting attendance was raised. As the study continued, there was less hostility toward the family worker (Sacadat and Liddle, 1965).

Salt Lake City

Head Start children in Salt Lake City, Utah were transported to and from a centrally located school which made it necessary for some children to spend as long as 30 minutes on the trip to school and another 30 minutes on the way home. Parents who helped with the project were trained to watch for possibilities in language learning activities. Two parents were responsible for each bus load of 40 children. It was necessary to devise activities that could be participated in while the children were seated. It was also required that each activity be designed to accomplish a specific educational objective with an emphasis on having fun.

The director, staff and parent assistants met once each week to plan the activities. Songs teaching children to count, to learn the alphabet, the body parts, names of animals, days of the week, drill patterns and action songs were learned. Rhymes, riddles and games were learned for teaching concepts, affirmative and negative statements, and use of prepositions and verbs. Informal talking with children in small groups or on a one to one basis was used to increase verbal abilities.

Olsen (1968) believes that in planning a compensatory educative project for disadvantaged children it is important to utilize everything in the daily schedule to enrich the child's life.

St. Louis

Hickman (1968) described the "Earn a Book" program which was designed and used in the St. Louis schools. It was started with the idea that disadvantaged children would be proud to own a book that they had earned, that their interest would be kindled in books and learning, and that disinterested parents would be motivated to help their children to read more.

The parents and children received a letter from the school describing the program and the part each would play in it. The child would begin by reading and reporting on two library books. The

teacher then gave him a book of his own which he took home to read. With the help of his parents, the child looked at the pictures and talked about the story. He read it one or more times after which he returned it to the teacher. When he was able to answer a limited number of questions about the story, he was allowed to keep the book and was given a second one under the same conditions. This continued until the child had earned a maximum of nine story books in a series.

Parents were invited to meet to participate in group discussions about the program, especially if the project leaders knew that they were unable to read. Ways to help the child read and understand were discussed. With the approval of the State Department of Education \$4,000 of Title I funds for library books was transferred to the gift book fund.

The result of the program were that so many children earned a maximum number of books that more funds had to be raised to continue the program into the next semester. Teachers reported that children were proud to own a book and began reading outside the classroom by choice.

Tuscon

A Head Start project which involved the Papago Indian children in small villages in Arizona was sponsored by the College of Education

at the University of Arizona in Tuscon. The unique aspect of this project was that the Papago Indian has developed a highly nonverbal communication system. The goals of the project were to preserve the culture of the Papagos but to guide them to adjustment in school and to help them understand that seldom used medical and social services available to them would be beneficial to their welfare.

Parents were included in the activities with the hope of helping them understand the purpose of Head Start.

The results of the program were that the social and medical services were used more often by the Papagos with some degree of improvement in health. They also showed some interest in the school community and some attachment to it. The strengthening of family ties was noted in some cases. The children who participated in Head Start showed more self-confidence, self discipline and more curiosity in their own world and in the larger world that they had not known about before than did those not enrolled in the program. Teachers wanted the project continued (Stillwell and Allen, 1966)

Washington, D. C.

An experimental Saturday School for mothers and preschoolers was set up in the downtown area of Washington, D. C. in 1964, for four- and five-year old children who lacked basic concepts that are

important for entry into kindergarten and first grade. The mothers attended school with the children each Saturday morning of the school year from 10 a. m. to 12 p. m.

The staff, made up of volunteers, consisted of two nursery school teachers, three elementary school teachers and one social worker who made their own curriculum of desirable skills, habits, and attitudes for children of that age group.

Social skills stressed were working and playing well with others, enjoying other children, learning to share toys, learning to take turns, growth in self-confidence, feeling secure at school and working independently.

They wanted to teach the children good health habits, neatness, ability to go to the bathroom on their own and to care for their clothing while at school. They wanted the children to learn to follow directions and to complete their work.

It was hoped they would gain appreciation and respect for books and learn how to handle them, that they would enjoy stories and pictures through participation in story telling activities.

Emphasis was placed on visual and auditory perception with help in color and size discrimination. Expression through art and music was cultivated by activities in painting, clay modeling, building, singing, rhythm plays, games and play acting. Children were taught to speak clearly and to listen without interrupting.

Short trips within the school plant, around the playground area and to nearby spots served to acquaint the children with their physical world.

The mothers were encouraged to observe what took place at school and to continue to work with the children at home during the week. Mothers, teachers, and the social worker studied methods of rearing children. Mothers visited the public library to become acquainted with the book-lending procedures, were given help in choosing books suitable to read to their children at home and were instructed in storytelling techniques. Science lessons motivated them to help their children to be curious about their surroundings and to help them to be problem solvers.

Staff members concluded from the Saturday School that mothers would bring their children to school on Saturday even though it had been thought that they would not. They stated that the mothers had taken serious interest in the school and were attempting to apply what they had learned, that both mothers and children had progressed from extremely shy and non-verbal persons to happily vocal and interested listeners and that in some cases the influence of the school had extended to the fathers who had made it a point to visit the school.

One teacher said, "These children act as my regular kindergarten pupils do by the end of the first period or nine weeks." (Lipchik, 1964, p. 31)

The mothers reported that their children looked forward to "school day," became interested in books and in their world around them, were more secure and were more independent and more helpful at home.

One mother reported that she now realized that mothers are important in helping children to learn at school. Another mother stated that she had discovered ways to help her child that she had not known existed. Still another remarked that she used to be impatient and cross with her child, but much of this had changed since she had attended Saturday School.

A Home Tutoring Program, beginning in September 1965 and extending through September 1968 was set up in Washington, D. C., with the purpose of bringing the intellectual functioning of children of low socioeconomic status up by a system of teaching in the home, beginning at age 15 months and continuing to 36 months of age.

An experimental group of 31 infants and a comparable control group of 33 infants were chosen from families who agreed to participate in the project and who could qualify in two out of three criteria: (1) family income under \$4,000, (2) occupation unskilled or semi-skilled, and (3) mothers education under 12 years. To qualify the homes were also required to be suitable for the tutoring situation.

Supervised and trained college students acted as tutors, two alternating on a weekly basis to visit each child. "They had as their goal to develop positive relationships with the child and his family, to provide verbal stimulation and varied and increasingly complex situations" (Shaefer, 1969), p. 59).

To achieve the goals, songs, nursery rhymes, picture books, story telling, puzzles, blocks, toys, finger painting, drawing, parties on special occasions, visits to the grocery store, drug store, the library, and the zoo were used.

The experiment measured four groups as follows:

The experimental infants were tested at 14 months, tutoring began at 15 months and will continue at 21, 27, and 36 months. The experimental infants will be enrolled in nursery school and new controls will be selected from the nursery population. Further evaluation will, therefore, measure the intellectual level and academic groups: 1. infants with infant education and nursery school; 2. infants with nursery school only; 3. infants with neither infant education nor nursery school; and 4. infants with infant education only. The infants are being tutored in their homes in five one-hour sessions per week with emphasis on verbal stimulation (Schaefer, 1968, p. 56)

The records of home environment, emotional behavior and verbal development kept by the tutors, arrived at for each child independently, showed that the experimental group was made up of children who were severely deprived in all areas, social, physical, emotional, intellectual and cultural. Mental tests given at 14 months showed that the infants of both groups were not below average in infant IQ scores. At 21 months

scores were lower for both groups, but more so for the control group. At 27 months the experimental group was higher by 11 points than the control group. At 36 months the experimental group improved and the control group scored lower than at 27 months. The differences were greater in verbal skills. A year after intensive home tutoring was terminated, IQ scores dropped significantly, indicating that young children need early and continuing stimulation for the greatest intellectual growth. The project confirms the importance of verbal development in children during the years of two and three. The implications of the study are that the compensatory education is not as valuable if received after three years of age regardless of school efforts. The education should begin as early as one year and extend through three years or longer if the program is to be successful.

Participation of mothers and other family members in the child's activities was encouraged by the tutors. Reports on parent activity were that one third of the mothers or other family members showed a great deal of interest and participation in the project, one third showed moderate interest, and one third showed little interest.

Wilmington

Crosby (1964) reported on the Three Year Experimental Project on School in Changing Neighborhoods that was sponsored jointly by the Wilmington Board of Public Education and the National Conference of

Christians and Jews. The goals of the school were to meet the human needs of the children and to stimulate them to learn, and to upgrade community life. Eleven schools and 165 teachers took part in the project. Each principal organized the project in his own school. The head consultant visited each school two days each month during the first year and four days during the second year of the project.

Teaching units were organized around the needs of the children. after teachers had analyzed the responses to a diagnostic test. Diagnostic instruments were sociograms, autobiographies, diaries and open-end questions. Younger children responded with drawings while older children responded in writing.

The concept of family and home-life was chosen as one first grade unit while a fifth grade class, whose members had been forced to move out of their old neighborhood, developed a unit focused on the westward movement in America. They emphasized the songs, folk lore, poetry and folk dances of the trails and a longing for the old, but a pride in the present way of life.

A meeting was scheduled with all parents six weeks after the opening of school to explain the purposes of the school and to solicit the help of the parents.

The effects of the project were felt after one year in three ways:

1. Teachers were more able to identify with their pupils and had increased understanding of the ways of deprived families.
2. Pupil behavior was improved.
3. Teacher-pupil communication was improved.

Children who had made only 6 to 8 months achievement a year in standard achievement tests before the project began, were now making a one year, one month achievement after three years. They were making 2 years growth each year in vocabulary.

As the program continued emphasis was put on language development and family living. On the third follow-up year principals reported on effective practices. The family consultant worked with the parents in a way that kept her close to the problems in the homes that could be improved by the school. The school supplied books, pamphlets, records and filmstrips on family living that were distributed to parents who were motivated to show interest in the problems of their children. Workshops were conducted by the librarian who helped parents to understand how to have fun with books and to enrich the children's literary background. The chairman of the committee for selection of materials at the World's Fair and a noted lecturer on children's books spent a full day at one of the schools working with children and parents. Other activities to foster family life included evening assemblies with parents and intermediate-grade children, workshop emphasizing food preparation, how to make

the home more livable, proper dress, and prenatal care. The school sponsored and supervised the YMCA Father and Son Banquet. They also, awarded scholarships for the summer camp to needy and deserving children.

The outcome of the Family Life Project according to Crosby (1965) were an increase in the use of the school cafeteria by low-income families, better relationships between teachers and parents and more participation in workshops for preparing children for school. The parents were more active in accompanying the children on field trips, they asked for guidance in family problems, took their children to have medical examinations more often and encouraged children to take more library books home.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusions

The purpose of this study was to review programs that would compensate for the effects of a culturally different background upon a child's reading ability. The programs reviewed were those in which parents were motivated to take an active part. In reviewing programs the following facts were found concerning children who were experiencing reading difficulty. Culturally deprived children seemed to occur more frequently in low socioeconomic families. They came from homes that were lacking in comfort and affection, where there was no cultural enrichment and where families were living in crowded conditions. These children had no pets. They had no books or toys. They were hungry most of the time. Their medical and dental needs were not adequately met. They were found to be lacking in security.

Language development was identified in most studies as the area in which the children were most deficient. They lacked listening and speaking skills. They were found to be deprived in experiences of the world around them. They showed little desire to achieve. They were unable to comprehend cause and effect relationships.

Parents generally were found to be undernourished and lacking in vitality. They had experienced repeated failures and had little desire to achieve. They had little pride in their children and low expectancy for their success. Affection was seldom shown toward the children and in most cases their cultural experiences were as meager as were those of their children. Few family trips or outings were planned. These parents were hostile and suspicious of strangers, teachers, doctors, and nurses.

In some areas parents talked of an interest in their children but were too busy to provide enrichment or personal attention.

Reports of experimental programs that seemed to increase the child's reading achievement incorporated the realization that parents set the stage for learning and have the power to influence the child. Accordingly, the leaders attempted to involve the parents in the educational progress. The social worker, the home co-ordinator, school nurse and teacher went into the homes to explain the program to the parents. They gave encouragement and help in child development. They tried to help the parents to understand themselves and their children. They attempted to build in the parents a feeling of self-worth and a pride in their children's accomplishments.

Parents were encouraged to attend workshops. They were provided with books, instructed in story telling and taken to the library to learn the

procedures involved in book lending. They were invited to accompany the children on school sponsored field trips. They were encouraged to motivate their children to explore, question and solve problems.

Lectures, movies and discussion groups were planned to help parents become aware of the importance of the home in the child's life, to help them see the need of medical and dental care and to assume responsibility for the welfare of the child.

Compensatory programs were set up with small classes and a high ratio of teachers to children in order to give individual attention. Most programs were more successful where teacher aids from the neighborhood were used because the school program was accepted more readily if parents and children knew someone connected with the school. Pupils were given numerous opportunities to verbalize. Programs were flexible and adjusted to the needs of the deprived child. Teachers were used who accepted the child and gave him opportunities to feel success. It was found that results were better when the teacher stayed with the same group of children over a period of years.

Most programs provided a hot lunch and in some cases a mid-morning snack. Books, pets, and all kinds of toys were provided for the children. Field trips, educational television and movies were used to enlarge the children's backgrounds. Physical activities, music, art, dramatizations, puppetry and various experiences were provided to stimulate the children to explore and to interact with others.

Some programs brought slight gains in reading achievement while others showed substantial gains. It was reported that children had also gained in other academic subjects as well as socially and emotionally. However, it was stressed that children should have training earlier and that it should extend into school as far as needed. Children who had made substantial gains while taking part in compensatory programs retrogressed when the program was discontinued.

After reviewing the programs designed to help the culturally different child to achieve in reading, it is the writer's conclusion that even the best planned program administered by the most skillful teachers and funded by large amounts of money will not be successful unless there is cooperation from the parents and the home. The program may be initiated by the school, but unless the parents provide a home environment that is conducive to learning and unless they reinforce what has been taught in the school the program can not be effective. The results of research indicate that parent-education is an important influence for increasing the educational achievement of the culturally deprived child.

Recommendations

This survey of projects indicates that as the earliest teachers of their children, parents exert a powerful influence upon their ability to learn. Some possible recommendations for parents that will

implement the child's reading ability might be:

1. To present to the child a model of an adult reader.
2. To contribute to the child's intellectual development and feelings of security by giving him love and affection and the knowledge that he is cherished and cared about.
3. To build good readers as well as healthy bodies by providing regular balanced meals and seeing that children have enough hours of sleep.
4. To be responsible for adequate medical and dental care for the child.
5. To be united in dealing with the child. To provide democratic family control and a favorable attitude toward achievement on the part of the child.
6. To talk to the child very early about things that the parents are doing, to make words more meaningful and to stimulate interest in words and ideas.
7. To give the child an opportunity to look, to listen, and to feel by helping him to explore in the ordinary home environment filled with exciting things. To provide the child with intellectually stimulating things to see and do as a family.

To respond to the child's initiative, to answer his questions by leading him to discover the answer for himself. To provide learning

opportunities to leave the child free to make the discoveries for himself.

9. To read and reread stories to children. To make available picture books, alphabet books, picture dictionaries and other reading materials as the child progresses in learning. To help the child to understand and enjoy these books. To make available a blackboard and other equipment and materials for drawing, "scribbling," copying, and writing.

10. To expect their children to achieve in learning and to have pride in their accomplishments.

Since parent involvement is an important factor in the child's success in learning to read, every child should have the help which can be given in the home.

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